



'Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.' Colossians 4:6

Trinity & St Michael's CE & Methodist Primary School

Modern Foreign Languages Policy

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Statement of intent

At Trinity & St Michael's Primary School we recognise the importance of learning foreign languages in providing a valuable educational, social and cultural experience. This enhances potential opportunities for an effective foundation for language learning at KS3 and future work and study possibilities.

As well as specific language learning, we are committed to pupils and staff exploring relevant cultural, geographical and historical knowledge related to our target language in order to foster curiosity and deepen our understanding of the world.

Our main aim of this policy is to revise our approach in order to create a new culture for language learning, with all staff and pupils enjoying a sense of 'learning and discovering together', regardless of their prior knowledge of languages. Instilling this love of learning builds children's understanding of the wider world and cultural differences. Although the national curriculum only sets out Key Stage 2 Programme of Study, we are keen as a school to introduce early language learning from Key Stage 1. This will provide early exposure to our target language French. Our aim is for our school curriculum to progress to the exploration of additional languages once French language learning is fully embedded.

We also aim to improve knowledge of universal linguistic principles in order to increase interest in languages, nurture a greater sense of independence and also facilitate language learning. This includes progress in English through, for example, the frequent identification of connections between languages.

The implementation of our revised approach will be gradual, with planned and manageable progressive steps identified, shared and reviewed termly with all staff. This will result in the upskilling and increased confidence of all staff, and a consequent positive shared culture for language learning for everyone across the school.

(Language Subject Leader)

February 2022

Signed _____ Chair of Governors

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Education Act 2002
 - Equality Act 2010
 - National Curriculum in England: Languages Programmes of Study: Key Stage 2 (DfE 2013)
- 1.2. This policy operates in conjunction with our Special Educational Needs and Disabilities (SEND) Policy & Equality Policy.

2. Aims

- 2.1 by the time our pupils leave Y6, our aim is for pupils to:
 - recognise the value of increasing their knowledge of foreign languages.
 - have an effective awareness of the cultural, geographical, and historical context of the target language.
 - have an increasing awareness of the universality of linguistic principles and the usefulness of the accurate and consistent use of grammatical terms and concepts for language learning.
 - have developed the interest and confidence to make connections between languages and explore the etymology of words.

In order to have made 'substantial progress' in one language' the expectation is for pupils, by the end of Y6, to:

- be able to listen attentively to spoken language and show understanding by joining in and responding.
- be able to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- be able to speak in sentences, using familiar vocabulary, phrases, and basic language structures.
- have developed accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

- be able to present ideas and information orally to a range of audiences.
- be able to read carefully and show understanding of words, phrases and simple writing.
- be able to appreciate stories, songs, poems and rhymes in the language.
- have broadened their vocabulary and develop their ability to understand new words that are introduced to familiar written material, including through using a dictionary.
- be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- be able to describe people, places, things and actions orally and in writing.
- understand basic grammar appropriate to the target language, including:
 - key features and patterns of the language.
 - how to apply key features and patterns to build sentences.
 - how key features of the target language differ or are similar to English.

3. Roles and responsibilities

3.1. The **subject leader** for languages is responsible for:

- pupils' achievement in languages.
- reviewing and updating this policy.
- identifying CPD opportunities for herself and colleagues.
- promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

3.2. The **subject leader** is also responsible for:

- holding relevant staff to account for pupils' achievement in languages.
- monitoring provision and impact to ensure the school's expectations and aims are being adhered to (eg through discussion with pupils & staff, lesson observation and scrutiny of outcomes)
- liaising with KS3 colleagues to ensure pupils' transitions are successful in terms of language learning.
- supporting classroom teachers in identifying CPD opportunities for themselves.
- attending training courses and undertaking CPD to ensure school remains up-to-date with developments in language learning and teaching.
- identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP.

- keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- supporting classroom teachers and TAs to effectively develop pupils' capabilities, including challenge for the more able.
- working with classroom teachers to plan lessons and ensure continuity and progression between year groups.
- working with the SENDCo and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.

3.3. **Classroom teachers** are responsible for:

- working with the subject leader to ensure the high-quality delivery of the languages curriculum.
- reporting on pupils' progress at parents' evenings and in end-of-year reports.
- undertaking additional training and CPD to improve practice.
- planning engaging and interesting lessons for pupils.
- working with the subject leader to ensure continuity between year groups.
- ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- promoting and adhering to this policy and its aims.

4. Our School Curriculum (including cross-curricular links)

- 4.1. Pupils in KS1 learn songs and rhymes, basic greetings and classroom instructions in the target language. The songs and rhymes will include key vocabulary in preparation for KS2 (eg greetings, numbers, days of the week).
- 4.2. Pupils in KS2 explore the value of learning foreign languages, this is introduced in Y3 and revisited and developed each year throughout KS2.
- 4.3. Pupils in KS2 explore where the target language is spoken in the world and the main factors behind this. This is introduced in Y3 and developed age-appropriately each year throughout KS2.
- 4.4. Pupils in KS2 explore the culture of the target language (e.g. traditions, religion, famous people, key buildings, cities, etc) opportunities will be maximised to explore explored through links with other curriculum areas. This is introduced in Y3 and developed age-appropriately each year throughout KS2.
- 4.5. As well as the above, the following areas of learning will be specifically explored in KS2:

- **History**
 - the impact of events on language usage, i.e. how various invasions of Great Britain have impacted on the English language, including French borrowings to English post 1066.
- **Geography**
 - how landscape features influence the distribution of language, e.g. mountains, rivers & seas can be barriers for expansion or language change.
- **English**
 - the consistent use of grammatical terms learned in English SPAG lessons used to make links and facilitate learning in the target language, eg noun, verb, pronoun, determiner, plural, singular, imperative, possessive etc.
 - become aware of how words come into the English language and how they become officially accepted and recorded in the OED (Oxford English Dictionary).
 - frequent identification of cognates to show how languages are more similar than perhaps initially thought.
 - make links with other languages to explain some English spelling anomalies.

5. Planning and teaching

- 5.1. In order to create a new culture for language learning, with *all* staff and pupils enjoying a sense of ‘learning and discovering together’, all staff will, over time, be involved in language learning and the subject leader will ensure that all staff have the opportunity to develop the required knowledge and skills.
- 5.2. The subject leader oversees teaching and learning by observing lessons and reviewing next steps with class teaching teams when required. This is particularly important during the initial implementation stage as it is expected that pupils in Y5 & Y6 will progress more rapidly due to their prior learning.
- 5.3. Class teaching teams are encouraged to collaborate and work together to ensure continuity between year groups.
- 5.4. The subject leader and teaching teams meet when required (at least half termly during the implementation period of new policy from Feb 2022) to evaluate current practices and progression and judge whether methods and techniques can be refined and improved for the future.

- 5.5. Written plans are not required although lessons are expected to reflect effective prior thought and preparation for learning.
- 5.6. It is expected that approximately 40 minutes per week will be provided for language learning. Sometimes it may be considered more beneficial to split learning into several shorter sessions (opportunities to reinforce language use throughout the week are also taken, e.g. use of greetings outside the classroom and instructions in the target language).

Teaching sessions are expected to include:

- sharing objectives and success criteria with pupils and staff to ensure all understand the shared aim and expectation.
- frequent reinforcement and relating back to prior knowledge.
- application of existing knowledge of English spelling and grammar principles to the target language.
- using a variety of learning activities, e.g. songs, stories, games, role-play and question & answer sessions.
- on-going use of a languages learning wall for reference to sticky knowledge and also to recognise and celebrate learning.

6. Assessment and reporting

- 6.1. Learning is assessed on an on-going basis in order to effectively plan next steps.
- 6.2. At the end of the academic year summative judgements are made in terms of listening, speaking, reading, and writing learning outcomes for each stage.
- 6.3. Parents are updated on their children's progress in languages during parents' evenings and in end-of-year reports. Assessment is used to support feedback.
- 6.4. The school utilises a mixture of assessment techniques to ensure the abilities of all pupils are effectively evaluated.

7. Resources

- 7.1. The subject leader will evaluate resources and regularly signpost staff to useful materials. Staff are also encouraged to inform the subject leader of potential new resources and activities.
- 7.2. The subject leader is responsible for ensuring that each classroom has basic resources and materials, e.g. dictionaries and access to schemes such as Salut!
- 7.3. The subject leader will keep an inventory of all relevant resources and materials for shared reference.
- 7.4. The subject leader will inform the School Business Manager of resources and materials that are required to be ordered.

8. Inclusion

- 8.1. The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.
- 8.2. Tasks are adapted to ensure pupils of all abilities are challenged.
- 8.3. The class teacher and SENDCo will liaise with the subject leader to ensure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum. This includes pupils with EAL.
- 8.4. Reasonable adjustments are made by the class teacher in collaboration with the SENDCo and other relevant members of staff. Reasonable adjustments are reviewed on a termly basis to ensure they remain suitable for pupils.
- 8.5. Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy & SEND Policy.

9. Monitoring and review

- 9.1. This policy is reviewed annually by the subject leader
- 9.2. The subject leader will communicate all updates to this policy to relevant staff and to the governing body.
- 9.3. The next scheduled review date for this policy is September 2024